Lesson Plan Template Rev 10/1/09 Dr. Thieman

Name: Shawna Wheeler Age/Grade Level: 3/4/5

Subject Area(s): French Unit Title: Time and Space

Lesson Title: Past tense as point of reference Estimated Time: 70 minutes

**Purpose/Rationale for lesson:** The purpose of this lesson is for students to understand the conditional and the plus-que-parfait.

**Curriculum Framing Questions:**

Essential Question: How do we express ourselves in relation to time and space in order to tell a story?

Unit Question that applies to this lesson: What is the “point de repère”?

Lesson or Content Question(s): What if the past tense is the “point de repère” and what are some key words and phrases that would signal that? What is the plus-que-parfait? How is the conditional formed? How is the conditional used with the imperfect?

**Goal:** Students will be able to understand that time is a concept that we express through the changing of verb tense.

**Learning Objective(s):** Students will understand how to form the plus-que-parfait and the conditional. They will understand that they are used when the past is the point of reference.

**Curriculum Standard(s):**

**Interpersonal**: Students will use original language, strings of sentences and connected discourse to exchange ideas and to obtain and provide information. Students can demonstrate emerging ability to communicate in a variety of time frames.

-SL.PS4.IS.01 Create simple sentences and questions to exchange ideas and to obtain and provide information.

-SL.PS4.IS.02 Participate in simple conversations on a range of familiar topics in everyday situations.

**Interpretive**: Students will identify main ideas and supporting details from presentations.

-SL.PS4.IL.01 Identify main ideas and some supporting details in simple conversations and presentations on familiar topics in everyday situations.

**Presentational**: Students show emerging ability to narrate and describe in different time-frames.

-SL.PS4.PW.01 Create/Compose simple original sentences and questions on very familiar topics.

**Materials Needed:**

-Prezi <http://prezi.com/o0s0qpftihd-/le-conditionnel/?auth_key=40a705d692e1a4db1a500a3529ee65bf6c255321>

-Text Pg 168 Exercice J

-Text Pg 168 Exercice I

**Background knowledge or skills students need prior to lesson:**

Passé Composé

Imparfait

Futur tense roots

**Hook or Introduction (10 minutes)**:

Show Prezi to introduce students to what the conditional looks like and how it is commonly used.

**Procedures:**

1. Presentation **10 minutes**
   1. In the Prezi, students will look at the conditional tense in a number of different verbs.
   2. With a partner, students will come up with rules for conjugating in the conditional tense.
   3. Students will then share out with the class and we will come up with a set of rules for conjugating the conditional. The class rules will be written into the Prezi. Probe for: the roots are the same as in the future tense, the endings are the same as in the imperfect tense.
2. Application **10 minutes**
   1. Students quickwrite, in French, about what they would do if they had a million dollars.
3. Extension **5-7 minutes**
   1. Explain that the conditional is often used for things that “we would do if...” which is what we just did. It’s not the only way it’s used though.
   2. On the timeline (draw on board and label it “hier”), when we’re talking about something that happened in the past (make a point on the line and write below it “J’étais sûr”) the conditional is used as the future of the past (make another point to the right of the first and write “qu’il arriverait en retard”). Ça veut dire qu’à ce moment-là j’étais sûre qu’à ce moment-ci dans le futur, il arriverait en retard. (This means that at that moment I was sure that at this moment in the futur, he would arrive late.)
4. Application **5-7 minutes**
   1. Starting on page 168 in the text, have students work on Exercice J. Students will work aloud.
5. Complete the timeline. **10 minutes**
   1. So we have just learned the conditional tense, and we will continue to work with it. In order to complete our timeline as the past as our point de repère, there is one more tense you need to learn. The good news is that you already know how to do form it.
   2. Add a point on the left side of the timeline. Write: “J’avais vu David à l’arret du bus”. With the verb tense underlined, ask students what they notice about it. Probe for: It’s a compound tense like the passé composé but the auxiliary is in the form of the imperfect.
6. Application **10-15 minutes**
   1. Students again work in pairs. They will work aloud on Exercice I on page 168. Suggest that they make a timeline of the sequences if they are having trouble with it.

**Closure:**

Distribute culminating assessment **10-15 minutes**

1. Go over the assignment and answer any questions. Show an example from previous years if there is time. If not it will be shown the next day.

**Differentiation/Accommodation**

**Attention to Literacy:**

Pair Share

**Assessment and Evaluation of Student Learning:**

I will be listening to their pair work to assess and check for understanding.

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1. **La vie d’André: avant...** Utilisez les expression suggérées pour parler de la vie d’André. Vous prenez comme point de repère le jour où il a décidé de se libérer.

**MODÈLES:**

Son aventure a eu lieu en 1989. Il avait commencé à travailler au bureau en 1979. (travailler là / depuis)

*Il travaillait là depuis 10 ans.* ou

*Il travaillait là depuis 1979.*

1. Au début, il avait aimé son travail. Mais après deux années devant l’ordinateur, il avait commencé à s’ennuyer. (s’ennuyer / depuis)

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1. Au début, le patron avait augmenté son salaire tous les ans. Mais la dernière fois qu’il avait reçu une augmentation, c’était en 1987. (le patron / ne pas augmenter son salaire / depuis)

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1. Généralement, il se levait de bonne heure. Mais huit jours avant son aventure, il avait commencé à rester au lit le matin. (cela faisait...que / rester au lit)

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1. Il avait toujours eu l’habitude d’arriver au travail à l’heure. Mais huit jours avant son aventure, il avait commencé à arriver en retard. (voilà...que / arriver au travail en retard)

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1. Il avait aussi l’habitude de faire son lit le matin. Mais la dernière fois qu’il l’avait fait, c’était trois jours avant son aventure. (il y avait...que / ne pas faire son lit)

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1. Sa collègue Suzanne avait commencé à travailler au bureau en 1985. (elle / travailler là / depuis)

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1. Normalement, ils s’entendaient (*got along)* très bien. Mais ils s’étaient disputés l’avant-veille de son départ. (elle/ être fâchée contre lui / depuis)

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1. Ils s’étaient disputés mardi après-midi vers 17h. André était parti jeudi matin vers 10h. (cela faisait...que / elle / refuser de lui parler)

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**J. Bien entendu.** Confirmez les faits suivants en utilisant le conditionnel pour parler d’événements futurs par rapport à un moment du passé.

**MODÈLE:** -- Janine est venue aussie

**-**- Bien entendu, j’étais sûr(e) ... *qu’elle viendrait.*

**1.**Les Marigot ont acheté la maison.

**-**-Mais j’étais certain(e)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**2.** Carole ne s’est pas mariée.

**-**-Bien sûr que non. Elle a dit\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**3.** Il a fait très chaud en Floride en juillet.

**-**-Je savais bien\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**4.** Les Italiens ont gagné le match.

**-**-Mais oui. Il était évident\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**5.** Christine et Valérie sont arrivées hier soir.

**-**-Bien sûr. Elles nous avaient écrit\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**6.** Il veut aller au concert avec nous.

**-**-Mais oui. J’étais certain(e)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**7.** Ce voyage leur a coûté les yeux de la tête (*an arm and a leg)*.

**-**-Eh, oui. J’avais pensé\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**8.** Raphaël vient de téléphoner. Il va être en retard.

**-**-J’étais sûr(e)\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_